



First Things First

Measuring Progress and Setting State Level Benchmarks for the School Readiness Indicators

Regional Forums
June 2012



FIRST THINGS FIRST

Vision and Strategic Direction

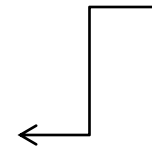
Shared Vision for Children in Arizona

Shared Ownership and Understanding of the Arizona Early Childhood Model System by All System Partners

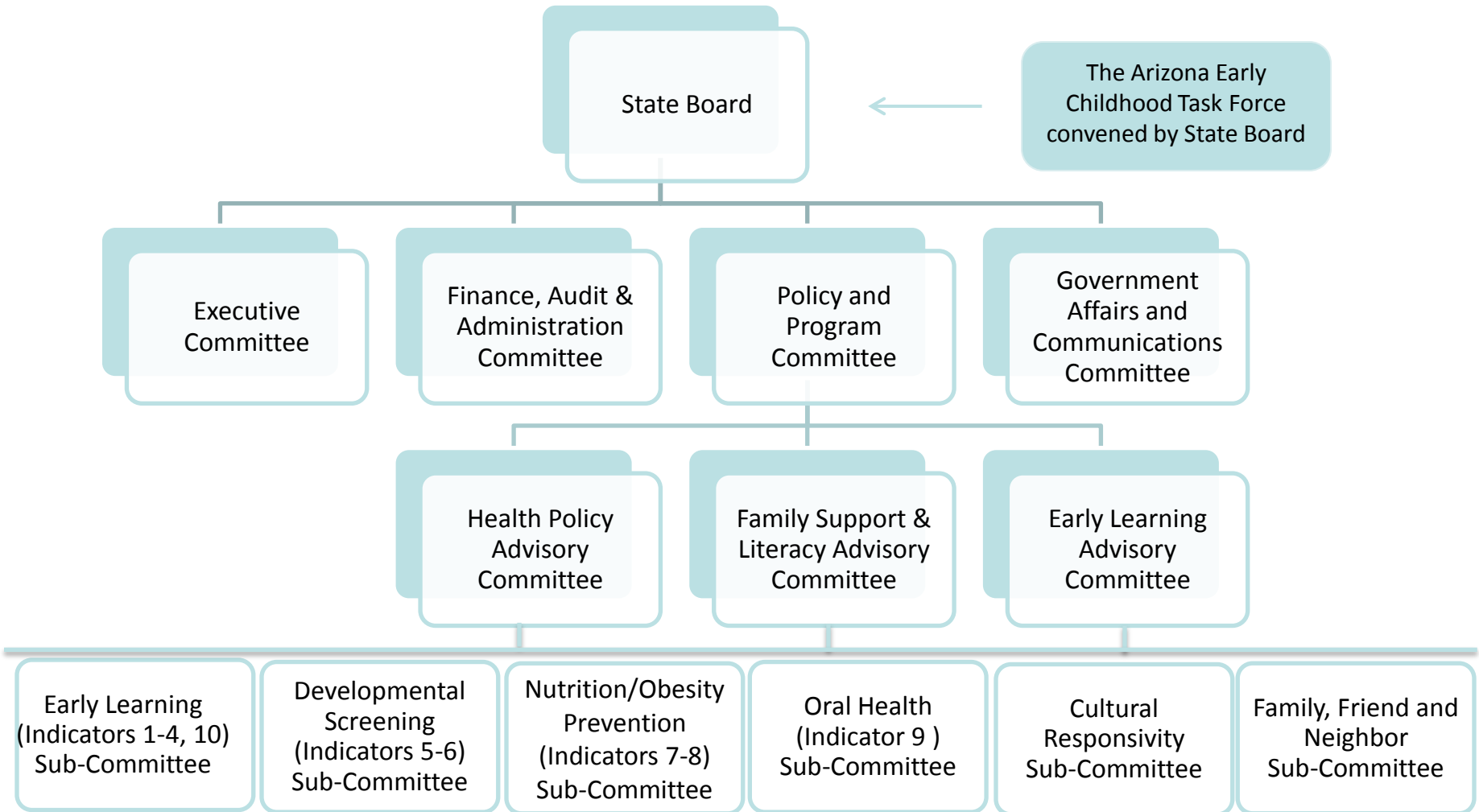
First Things First Priorities; Desired Outcomes, Indicators and Benchmarks

Plan to Guide FTF Strategic Direction for Statewide and Regional Strategies across the State

Advisory Committees for Early Learning, Health, and Family Support and Literacy made recommendations for achievable state level benchmarks (targets) to show FTF progress on the School Readiness Indicators



FTF Advisory Committees



Advisory Committees

All Program, Advisory, and Sub-Committee meeting materials are on the FTF web at:

<http://azftf.gov/whoweare/board/pages/boardcommittees.aspx>



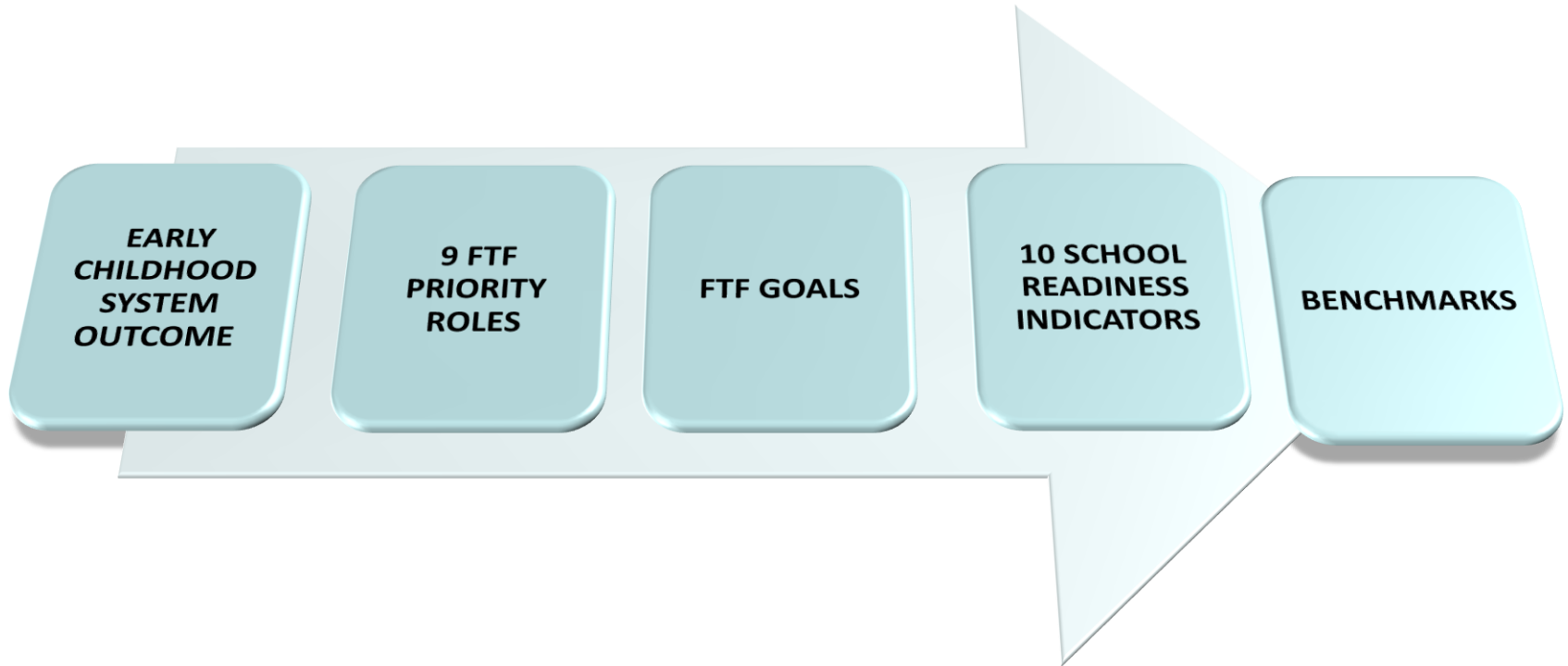
FTF Roles

9 Priority Roles

1. Early Care and Education System Development and Implementation
2. Quality Early Care and Education Standards, Curriculum and Assessment
3. Quality, Access and Affordability of Regulated Early Care and Education Settings
4. Access to Quality Health Care Coverage and Services
5. Nutrition and Physical Activity
6. Supports and Services for Families
7. Professional Development System
8. Building Public Awareness and Support
9. Early Childhood System Funding



Strategic Planning Process



Vocabulary

- **School Readiness Indicators** provide structure and guidance to measure goals that are applicable at the state and regional levels
- **Indicator** – a measure of progress toward the system outcome
- **Benchmark** – targeted number and percentage for an indicator
- **Baseline Data** – initial data used to establish benchmark
- **Trend Data** – a view of data changes over time that is used to establish the benchmark



How and Why Benchmarks are Used

- The state level benchmarks are used to monitor changes in large populations of children and families
- We will use aggregated data at the state and local level to measure progress toward the benchmarks
- The indicators and benchmarks have a different purpose and measure than conducting a program or strategy evaluation, and the benchmarks measure more than just FTF funded efforts



How and Why Benchmarks are Used

- Indicators and benchmarks measure all efforts in the early childhood system, not just FTF efforts
- By measuring our progress on these child specific indicators, we can also measure our progress on making positive system changes that impact school readiness for kids



How and Why Benchmarks are Used

- Use for planning and guiding FTF work at state and regional level (including work that is funded as well as unfunded work with partners on system and community development)
- Is one way to monitor and measure progress and impacts of FTF investment, along with other evaluation and research studies
- Aligned with National Advisory Panel research and evaluation recommendations



Using Indicators to Measure Progress



FIRST THINGS FIRST
The right system for bright futures

Arizona's Children Healthy and Ready to Learn

*System and Child Outcomes
Long-term Indicators*

Systematic Change for Children and Families

*Program Outcomes
Short and Long-term Indicators*

Grantees Providing Optimal Services

*Grantee Performance
Short-term Indicators*

How and Why Benchmarks are Used

- Board approval of the benchmark recommendations means the Board agrees these are valuable measures with aspirational, yet achievable targets to guide FTF planning at the state level through 2020
- The Board will discuss the benchmarks more fully at the August Board meeting



Benchmark Data

- A number of different data sources were considered in selecting benchmarks
- Sub-committees looked for the best data source that is collected at the state level, in a significant population size, and can also be collected at the regional/county/community level
- Data must also be able to be collected regularly (annually or every 2 – 3 years)



Review Recommended Benchmarks

For each benchmark:

1. Do you agree with the recommended benchmark?
2. If there is not yet a benchmark recommendation, do you agree with the approach to recommend a benchmark?
3. Do you have questions or concerns about the benchmark?
4. Are there any other considerations or implications related to the benchmark?



2012-2014 Timeline for Benchmark Work

Date	Activity
March – April 2012	Sub-committees met and selected recommended state level benchmarks
May 31, 2012	Program Committee met to review Sub-committee recommendations
June 2012	Regional Forums
July 2012	Program Committee approves final recommended state level benchmarks for Board approval
August 1, 2012	Tribal Consultation on Evaluation and Data
August 21, 2012	Board Approval of state level benchmarks
Summer 2012 - Winter 2014	Regional benchmark process



Regional Benchmarks

Timeline	Activity
August – December 2012	Getting Ready
January – March 2013	Data Review and Analysis
April – July 2013	Decisions on Benchmark Recommendation
August – September 2013	Solicit Feedback
October – December 2013	Finalize Recommendations
April 2014	Recommendations to Board



Regional Benchmarks

- What do you want to know and understand about gathering and analyzing data for benchmarks?
- What do you want to know and understand about recommending and using benchmarks?



FTF Benchmarks

Questions?

